

Olympian High School

"Where Champions are Made"

2014-2015

Course Syllabus

AP World History

AP World History

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Course Rationale:

The California State University and University of California systems' A-G admissions requirements state that two years of Social Science are required. The Sweetwater Union High School District requires one year of World History as part of the four years of Social Science requirement for

graduation. AP World History Students enrolled in the course are expected to take the AP examination. This exam will take place during the month of May with the cost about \$80.00. The passing of the AP Exam may count towards college credit.

Course Description:

This AP World History course will develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the past fourteen hundred years of the global experience, the course builds on an understanding of the cultural, institutional and technological precedents that, along with geography, set the human stage prior to 600C.E. Periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity from that point to the present. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

Texts and Materials:

Traditions & Encounters by Bentley & Zeigler

College Preparation ~ “Habits of Mind” and “College Readiness Skills”

The AP World History and Cultures curriculum provides an opportunity for students to be exposed to the critical thinking, reading and writing skills that are essential for success in college. Students will build intellectual perseverance through daily activities that challenge each student to develop a strong work ethic. Students will also be purposely introduced a variety of learning strategies that build on the student’s metacognitive abilities. These strategies will encourage students to reflect on their own and other students’ thinking. The AP World History curriculum will provide a rich content that promotes intellectual curiosity and the desire to know more about a subject.

In preparing students for success in both their high school career as well as their college experience it is essential that students develop academic literacy skills that prepare students for college. The curriculum in the Social Sciences

AP World History Habits of Mind:

- Constructing and Evaluating Arguments
- Using Documents and Other Primary Data
- Assessing Issues of Change/Continuity over Time
- Understanding Diversity of Interpretations
- Seeing Global Patterns over Time and Space
- Comparing within/among Societies
- Assessing Claims of Universal Standards yet Remaining Aware of Human Commonalities and Differences

AP World History Themes:

The AP World History course requires students to engage with the dynamics of continuity and change across the historical periods that are included in the course. Students should be able to analyze the processes and causes involved in these continuities and changes. The focus should revolve around the FIVE overarching themes to provide ways to make comparisons over time and facilitate cross-period questions. The Five themes are:

- Interaction between humans and the environment
- Development and interaction of cultures

- State-building, expansion, and conflict
- Creation, expansion, and interaction of economic systems
- Development and transformation of social structures

Student Expectations (Participation):

Students should be committed to devoting time to developing critical thinking skills. In this course students will engage in critical evaluation of primary and secondary documents, analysis of historiography, debates, oral presentations, short essays, and the development of document-based question (DBQ). Students will be expected to organize a notebook exclusively for this course as well as create a system for note-taking. Daily lessons will include lectures and student-centered activities.

Homework Policy:

Homework is an essential part of the learning process. It allows students an opportunity to apply new concepts and ideas to the social, economic, cultural, and environmental issue studied in the discipline of geography. Homework will be assigned on regular basis and will always be tied to what is learned in class. The work students do at home will be assessed and commented on in a way that will help students succeed on formative and summative assessments. Homework assignments will make up 20% of the students grade.

Assessments: (Mastery Model) :

At Olympian High School, some students who do not master assessments at a percentile of 70 may have an opportunity to retake the exam, at their teacher's discretion. Due to the rigorous and fast-paced nature of this course the instructors have determined that it is not prudent to have students retaking exams. **STUDENTS WILL NOT BE ABLE TO RETAKE EXAMS.** As a college class, the instructors must socialize students to the expectations of what a college class will be. A college class would not allow retakes. Also, students have many opportunities to prepare PRIOR to the exam. Students can make sure they are prepared by forming study groups, taking online quizzes before the actual test (online quizzes sometimes use actual test questions and give the students the correct answers), attending Office Hours by their instructor, attending tutoring, seeking a peer or paid tutor, and learning how to be more proactive in asking questions during class to clarify understanding. There are also online notes to review, as well as PowerPoints on each lesson. The online resources can be found, with links, at www.mshadi.wikispaces.com

Students wishing to retake the exam will only be eligible for a retake if there is a serious medical or family emergency such as :

- illness with a doctor's note
- attending a funeral

An AP class should be taken by students that have not only the intellectual potential for success, but a solid work ethic and the necessary study skills that have been honed and developed in previous course work. The ability to independently study and successfully prepare for an exam is expected of AP students. However, the first few exams are weighted in such a way that they count less in the overall grade than later exams to take into account the acclimation process some students experience when adjusting to such a rigorous course.

Grading Policy:

Assignment Category	% of Grade	Examples of Assignments
Assessments	60	Summative Exams, Reading Quizzes, Identification, Short-Answer, Essay Outlines, Formal Writing Assignments: (Expository, Comparison, Change-Over-Time, Document-Based) 10% of grade is factored in the 60% of Assessments for Final Exam.
Class Work	20	Summaries, Quickwrites, Reading Activities, Document Analysis, Projects, Timelines, Map Exercises, etc.
Homework	20	Reading with Outline Notes, Vocabulary, PERSIAN Charts.

Grades in a Standards-Based Society

Student grades will be a reflection of their level of achievement toward district and state standards.

A (90 – 100%) – **Advanced** ~ high level of mastery of the standards,

B (78 – 89%) – **Proficient** ~ exceeds the standards,

C (65 – 77%) – **Basic** ~ meets the standards,

D (55 – 64%) – **Below Basic** ~ below, but progressing toward meeting the standards.

F (54% and below) – **Far Below Basic** ~ displays minimal to no progress toward the standards

Course Outline:

Please refer to the online Pacing Calendar for weekly breakdown of course. Please note there will be additional written assignments that are not listed above.